DOCUMENT RESUME

ED 180 054 EA 011 912

AUTHOR Maxfield, M. Richard
TITLE Key Elements in a Utah Statewide Program to Improve Student Discipline in Behavior and Studies.
PUB DATE Apr 79
NOTE 18p.; Paper presented at the Annual Meeting of the National School Boards Association (39th, Miami Beach, FL, April 21-24, 1979)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Democracy; *Democratic Values; *Discipline; Elementary Secondary Education; Program Descriptions; *Self Control; *Student Behavior; *Student Motivation; Students
IDENTIFIERS *Utah

ABSTRACT

The Utah State Board of Education has developed, under the direction of an executive advisory committee, two process strategies to improve student discipline. The first, called "Democratic Discipline," is designed to alleviate discipline problems created or aggravated by school and classroom operation. State and national research results on discipline have been translated into operational principles necessary for an ordered democratic society to function effectively. Ten principles of understanding and ten operational principles are included in the program. The second process strategy is called "Conative Education." It is designed to produce self-discipline and motivation in students. Eight stages are outlined that are necessary to shift responsibility from the teacher to the student and result in the student determining his or her own responsibilities and acting by choice with a sense of purpose, expectation, and worth. The intent of the latter program is to eliminate discipline problems created by students themselves. The two processes were designed to work in tandem not only to treat, but more importantly, to prevent discipline problems. Both strategies were designed to facilitate student discipline in their studies as well as in their behavior. (Author/IRT)

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1979 NSBA CONVENTION/MIAMI BEACH, APRIL 21-24, 1979
SPEAKER Maxfield CLINIC NO. C-31

CLINIC C-31--NSBA 1979
DISCIPLINE: WHO OWNS THE PROBLEM
IN A DEMOCRACY?

Key Elements in a Utah Statewide Program to Improve Student Discipline in Behavior and Studies

M. Richard Maxfield, Ph.D.

The Utah State Board of Education has a priority to Improve Student Discipline in Behavior and Studies. The purpose is to bring improvement in all areas of student conduct, including academics.

While it focuses on the 10% or less who create the major "discipline" problems, it also deals with the 90%, based on the assumption that in its broadest sense "Improved Discipline in Behavior and Studies" is ongoing and required by all.

It was agreed that progress would be limited if the program focused only on symptoms as so many have done. We have subsequently focused on broader solution strategies and are attempting to build a foundation upon which lasting progress can be made. Consequently, self-discipline has been the primary focus of our efforts. Time does not permit the explanation of all the materials and strategies we are suggesting. I will here explain two of the major thrusts. To understand the reasons for these approaches you need to understand the constraints and criteria under which they were developed.

1. The result was not to be a special purpose, add-on program. . .these do not last long and are difficult to transfer from one school to another.
2. In addition, teacher and administrative workloads are large in Utah, with high pupil-teacher ratios and limited administrative support staff. The effort could not ask that which is above what all good teachers and administrators are willing to do.
3. Basic strategies must be part of, or compatible with, the basic teaching-learning process and be a by-product of that process rather than an add-on program.

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4. The problem must be treated as well as the symptoms.
5. Basic strategies should require no more than six hours in-service training.
6. Basic strategies should cover a full range of discipline problems, including academics.
7. Three kinds of discipline problems must be addressed. (a) Problems brought from home; (b) Problems created by the school or aggravated by the school; (c) Problems under the direct control of the student. These are all interrelated, but we find it somewhat helpful in addressing solutions to use this breakdown.
8. The program must foster the development of self-discipline.
9. The approaches must be compatible with values education/character education/ citizenship education, since a related priority of the Board deals with those areas.
10. The basic strategies must facilitate good teaching, student motivation, and eliminate student boredom.
11. The solutions must address the question of ownership of discipline problems. Our research indicated that teachers, administrators, students, and parents were all pointing the finger at each other. No one was owning the problem. Solutions had to clarify roles, responsibilities, and relationships.

Within the above constraints we also started with some further assumptions:

A. There is no discipline problem that cannot be affected.
B. Only the person can regulate his/her behavior. No one can do it for them.
C. Students are guaranteed the same rights as adults under the U.S. Constitution
D. Students are much more capable of accepting responsibility for their own behavior than school practice generally indicates.
E. Students are moral agents, free to choose their behavior and receive influence from others in those choices.
F. Education is a parental responsibility, only part of which is delegated to the schools.

Two basic approaches have been developed within the above guidelines and assumptions for use in Utah schools. Our two approaches provide a foundation upon which supplementary discipline programs can build. Many of the commercially developed and available discipline materials are compatible with and fit within the two basic approaches.

The first approach deals with operational democracy and the principles upon which an orderly society exists in this country.

As we took a close look at how some of our schools and many classrooms were being operated in their attempt to control discipline, we found the procedures being used were incompatible with the traditional operating principles of democracy.

The second basic approach strategy deals directly with the ownership question. Self-discipline is the target. The process addresses how to motivate and create self-discipline in individual students. We call this approach "conative education" because the term has to do with volition and will and the striving to act purposefully. The process outlines the steps which must be followed to ensure success. Both of our basic approaches are processes, as contrasted to programs, and are designed to work through the regular functioning of school and classroom. Many of the concepts are not unique to us and we give credit to many others for the bits and pieces we have combined to generate these processes.

DEMOCRATIC DISCIPLINE

Democracy, as a form of government, was designed to have a more powerful influence upon its people than any other form of government. This is not so much because of organizational components as because of the processes and principles upon which democracy is intended to operate. Personal growth results from individual participation in the operational principles of democracy. Democracy was also designed to be able to solve any and all problems. No problem had to go unaddressed.

Democratic principles were designed to promote individual life, liberty, and the pursuit of happiness. Happiness itself has, as one of its highest forms, the satisfaction that comes from growth; and focusing on the word "pursuit," happiness comes as a by-product of the growth process rather than static indulgence of past growth. Self-discipline is the basis of the growth process. Also, self-discipline is the only foundation upon which representative democracy can long endure. We believe that in all discipline we are interested in growth. We are dismayed by the many approaches to discipline that foster change for adult convenience and result in no growth. Herein is our number one principle of discipline related to democracy. I AM MORE INTERESTED IN GROWTH THAN CHANGE.

In order to faciliate understanding of other basic principles of discipline related to democracy, let us review together some phrases from our Declaration of Independence. "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their creator with certain inalienable rights among which are life, liberty, and the pursuit of happiness." Do you recall what the word "inalienable" means? It means that which cannot be taken away--cannot be given away. Since these rights are inseparable from individual people, it can be said that government has no rights, only people have rights. Then what does government have?

Merely powers delegated (not given) by the people. For what purpose? The Preamble to the Constitution says: ". . .that to secure these rights governments are instituted among men, deriving their just powers from the consent of the governed. . ." Similarly, the Preamble to the Utah Constitution says: ". . .In order to secure and perpetuate the principles of free government. . ." As governmental units, why do schools exist? Historically they exist for two reasons. To prepare an enlightened citizenry so freedoms and rights can be preserved and protected; and secondly, to promote individual growth and happiness in a setting where freedom and liberty are exhibited.

Hence our second basic principle of discipline: SCHOOLS AS GOVERNMENTAL UNITS MUST BE CONSTANTLY REMINDED THAT THEY HAVE NO RIGHTS, LEST THEY FORGET AND BECOME AUTOCRATIC AND SELF-SERVING IN THEIR OPERATION. As mentioned, we found many schools and classrooms that were operating autocratically rather than democratically. Many such classrooms exhibited no outward discipline problems until the teacher left the room. Then pandemonium took place. In many such classrooms the students were not really behaving well; they were merely afraid to behave badly. Far too many discipline symptoms are treated through intimidation and coercion. The evidence is clear that this kind of discipline is temporary and significantly hinders effective learning and growth. In case studies of both parents and teachers having discipline problems with youth, there is almost universally present an element of rebellion, not against the standards which were being imposed, but the fact that behavior was being imposed through coercion or intimidation. In such situations parents and teachers are usually addressing the wrong problem.

When the courts held a few years ago that students as individuals have the same rights as adults, school administrators and teachers all over the country had emotional heart failure. They felt they had lost a great battle. But that ruling contained the secret of winning. If the courts confirmed that students have rights what did it also confirm? For every right there is a _____? Yes, a responsibility.

Hence, the third great principle of discipline related to democracy: FOR EVERY RIGHT AND FREEDOM THERE IS A CORRESPONDING RESPONSIBILITY. Frank Brown, in his introduction to the book Education for Responsibile Citizenship, makes the following observation as reported by the National Commission on Reform of Secondary Education. He says the Commission ". . .reported that one of the most serious problems confronting secondary education in America is the lack of emphasis on student responsibilitie in preparation for citizenship. After an analysis of hundreds of school handbooks titled "Student Rights and Responsibilities," the commission reported that over 99% of these publications deal with student rights and fewer than 1% even mentioned student responsibilities.

Let us go back to the Declaration of Independence. What does "created equal" mean? Does it mean students can handle equal responsibility? No, certainly not. Students are not equal in knowledge, understanding, experience, or capabilities. However, we generally conclude that they are equal in dignity and worth as human beings; that they are equal in moral agency. We also believe in equal opportunity. Many of them will surpass us sometime in the future in knowledge, understanding, experience, and capabilities. There is no doubt that a large number will make more money than we do as professional educators. Principle number four is then: I RESPECT STUDENTS AS EQUALS AND I VIEW THEM AS THEY CAN BECOME. I must view them with futurity if my hope and faith is to be properly exercised in their behalf. I must help them to take responsibility commensurate with their understanding.

As related to teacher respect, what percent of the students in your schools would agree with the statement that "Teachers in this school care about the students?" While relatively high in our elementary schools, we were saddened to find that only 45% of our secondary students agreed with that statement. Aspy and Roebuck, in their book titled Kids Don't Learn From People They Don't Like, report much research substantiating that learning is greatly hindered when teachers and students don't have mutual respect and concern for each other. Think about those who positively influence you. Are any of them people you don't respect?

Our fifth principle is: THE MAJOR INFLUENCE ON ALL STUDENTS IS BASED ON PERSONAL RELATIONSHIPS.

Let us turn to the right of liberty. Liberty also relates to moral agency in that it must provide freedom of choice and most choices have a moral dimension. When we talk of moral agency we are not doing so in the religious sense, but in the democratic sense. Democratic responsibility requires moral choices. Moral agency can faciliate responsible behavior. It requires the selecting from among choices based on moral perspective.

It has been demonstrated that the first criteria of judgment people generally use when new situations are confronted is a goodness/badness dimension. The recognition of and respect for moral agency with the resulting responsibility is a key factor in generating self-discipline. Self-control cannot be learned in the absence of freedom. There can be no true accountability in the absence of choice. The desire for free agency--the freedom to choose--is innate in each of us. It is the restriction of that freedom to which many students rebel, rather than the standards being imposed.

Our sixth principle of discipline is related to moral agency but is also based on the phrase ". . .and are endowed by their creator with certain inalienable rights

among which are life, liberty. . ." The principle in my favorite wording is: I OWN MY OWN EXISTENCE - GOD GAVE IT TO ME. The National Safe Schools Study enumerated three essential criteria for effective school discipline which are closely related to liberty. It concluded that firmness, fairness, and consistency were essential to effective discipline at the school level. These are the democratic principles. Firmness, because in a democracy the standards must be higher and cannot be ignored when they are violated. Fairness and consistency because of equality and liberty. In our research we noted with interest the various responses when we asked whether schools were too strict. Whether the rules are fair and whether the rules are consistently enforced. The following table shows the results.

Percent agreeing or strongly agreeing:	Elementary Students	Secondary Students	Elementary Teachers	Secondary Teachers	Principals	Counselors	Parents
School is too strict	22	23	2	1	0	0	6
School rules are fair	61	36	63	80	62	95	50
School rules are consistently enforced	36	23	33	42	74	53	40

Many of the misunderstandings related to effective discipline center around the issue of firmness. Firmness is not the same as control. Firmness, as we are using it, deals with attention to standards which have been agreed upon and the adherence to them. Control relates to the kind of authority or power used in setting or enforcing standards. Democracy and Autocracy are two types of control. Permissiveness as well as firmness can fit with either.

Whenever we talk about operating on democratic principles we have some teachers and administrators who mistakenly assume we are advocating letting students do what they want to do. That is not the case. In a democracy you do not do what you want to do. You do what has been agreed upon in the interest of our mutual responsibilities to others. A teacher can be very firm, as related to standards that have been established and not be coercive or intimidating in any way.

In a democracy violations of standards must be given attention, and cannot be ignored. However, the standard does not exist in the absence of prior agreement. It is not one-sided, not win-lose. Democratic standards hold out for a win-win arrangement.

Direction is a third element separate from control and firmness. Young students, and in particularly immature students, need more direction and are generally willing to receive that direction in an atmosphere of love and respect. Direction is related to the structure needed for the achieving of the standard. Once such direction is provided, we have found it helpful to respectfully elicit concurrence with that direction as well as the standard. Otherwise the standard cannot effectively be used as a benchmark for their growth.

Our principle seven is that: STANDARDS ARE HIGHER AND MORE IMPORTANT IN A DEMOCRACY. THEY CAN NEVER BE IGNORED. To ignore them is to affect the rights of others, because all standards are based on those rights.

Principle eight is that: I MUST UNDERSTAND THE DIFFERENCE BETWEEN FIRMNESS, CONTROL AND STRUCTURE AND LEARN TO OPERATE ON ALL THREE PRINCIPLES.

Our Utah study found that fairness was a key factor in the breaking of school rules. When asked how often they would break the law or school rules if they didn't feel a law or rule was fair, 31% said sometimes, 15% said often, and 7% said very often--for a combined total of 53%. They responded similarly (53%) if it was something that they liked to do. Both of these were more influential than "If your friends were doing it," where the combined total was only 35%. (Elementary student responses were somewhat lower in all three categories.) In other words, the failure to operate on democratic principles was a more significant factor in breaking the law or rule than was peer influence.

No comprehensive approach to discipline is complete without addressing the question of peer influence. In attempting to get a clearer perspective of peer influence our researchers reasons that the influence would be directly proportional to who the student talked to about personal problems. The requency with which students reported tlaking about personal problems to selected categories of people was as follows:

If you have a personal problem, how often do you talk with each of the following people - % reporting sometimes, often, or very often:

	Elem. Students	Second. Students
Friends	59	79
Parents	78	71
Teachers	35	17
Religious Leaders	32	36
Counselors	24	14

Our basic principle number nine places the nature of peer influence in the context of all personal influence. It is: PEER INFLUENCE IS DIRECTLY PROPORTIONAL TO THE DEGREE OF ALIENATION FELT AT HOME AND/OR SCHOOL.

The Declaration of Independence implies an interesting process, culminating in the fulfillment of responsibility. It begins with self-evident truths, translated into rights, which in turn automatically translate into responsibiities. Responsibilities in turn are transformed into a plan of operation which is then executed. The implication is that all truth carries responsibility. As an example, can any of you think of any responsibility that you have that is not related to some meaningful truth? Or vice versa--Can any of you think of any meaningful truth that does not have some implied responsibility?

The idea that all truth carries responsibility and all responsible behavior is based on truth leads to our discipline principle number ten: BEHAVIOR CANNOT BE INFLUENCED IN THE ABSENCE OF MEANINGFUL TRUTHS. In translating the responsibilities contained in the Declaration of Independence into the U.S. Constitution, some operational principles were utilized which are directly related to the truths enumerated. These form an excellent set of operating principles for effective discipline. As we outline them, you will find it interesting to compare how closely your schools operate to these principles.

A. WE ARE A GOVERNMENT OF LAWS AND NOT OF PEOPLE. We agree ahead of time what will happen rather than leaving it to the whim of whoever happens to be in power. There are to be no surprises. The main purpose of law is to promote peace and understanding.

B. DECENTRALIZE POWERS AT THE LOWEST POSSIBLE LEVEL. This is consistent with the rights belonging to the people. The people are to be self-

reliant, not government-reliant. No one is to own anyone else's existence.

C. A SYSTEM OF CHECKS AND BALANCES. The main purpose of this principle is to prevent abuse of power to ensure the respect of each individual and their rights. It is an elaboration of the principle of joint control upon which democracy was based. The most common complaints about local districts received at the state level relate to abusive use of powers. For example, a parent and school cannot agree on what course of action should be taken with their child in solving a problem. For the school to be right in every case makes the school a dictatorship. For the parent to be right all of the time creates anarchy. Most schools and classrooms lack an adequate system of checks and balances.

D. ALL IS DONE IN THE INTEREST OF THE INDIVIDUAL, NOT THE ORGANIZATION. The role of leader is to faciliate the individual. In this context, a superintendent has as his chief responsibility the success of the school principal, the principal the success of individual teachers, and in turn the teachers the success of individual students. The tendancy, if not guarded, is for schools to develop rules in the interest of the employees and their job function rather than in the interest of the students and the parents being served. Also, the tendancy is to focus on the group rather than the collective heads of the individual.

E. GOVERN BY THE CONSENT OF THE GOVERNED. This principle was designed to cover far more than the election process. Key decisions at local levels fit the concept. Obviously, all people cannot be in on all decisions. But decisions can be presented to those they affect, seeking their understanding of the decision, their acceptance, concurrence, or at a minimum, support in the form of "while I don't like it, I can at least live with it."

F. OPERATE BY TRUTH AND THE INFLUENCE OF REASON. Thomas Jefferson said that this nation was to be governed only by reason and truth. As mentioned above, the major impact for influence is based on personal relationships. Influence on the behavior of others comes through truths and persuasion, and the use of coercion, intimidation, or compulsion are inhibiting to personal influence. Even preaching and moralizing are relatively ineffective because subtle intimidation is usually present.

G. PUNISHMENT IS NOT OUT OF RETRIBUTION BUT TO FACILITATE GROWTH Punishment is probably the most misunderstood element of both democracy and discipline. Punishment under democracy is not to be in retribution. It is to be directly related to the crime--not cruel or unusual--and to consist chiefly

of the withdrawal of freedoms related with the offenses which infringed upon the rights of others. There are three appropriate principles of discipline relating to punishment. (1) If I am to maintain my relationship with my students, my punishment must never be in retribution. (2) The ideal penalty is the withdrawal of freedoms which are used to infringe upon the rights of others, and (3) I will use the calmest correction which proves effective in eliciting the desired behavior.

H. PROBLEMS ARE TO BE SOLVED BY A REASONABLE AND ORDERLY PROCESS. Problems are not solved until those concerned and directly affected agree that they are solved. The hasty tendancy is to make a new rule and many rules are for power purposes to expand one-sided control. Many ways exist to solve problems besides rules. It is better to operate on principles than rules. Counseling together is a basic ingredient of problem solving in a democracy.

I. IN A DEMOCRACY WE ARE TO ACT--NOT BE ACTED UPON. Obedience to law was to be by choice--not force. "Do it or else," is not a choice. Self-control cannot be learned in the absence of freedom. I cannot choose right without the right to choose. We find many teachers and many parents who cannot tolerate mistakes of any kind on the part of their students or children. To deny students the freedom to make mistakes is to deny them the freedom to grow; for the freedom required to succeed is no different from the freedom which permits failure. We learn from our mistakes. I'm not talking about tragic mistakes or advocating the morally independent philosophy, "If you haven't tried it, don't knock it." But let students learn from their little mistakes so they don't have to learn from big mistakes. The original idea seemed to be that people are not forced to do but rather prevented from. This leads to our next principle.

J. RULES DON'T TELL WHAT ONE CAN DO - ONLY WHAT ONE CANNOT DO. Our basic rights allow us to do everything except infringe on the rights of others. We are only under the constraints we have given to government to protect those rights. It is disheartening to hear so frequently in our schools and classrooms requests for permission to do things when no related prohibitions exist.

Based on research and experience to date, we have concluded that the basic principles of effective discipline are synonomous with the basic principles of democracy and agree with our State Superintendent, Walter D. Talbot, when he said, "In a democratic society the schools must reflect democratic principles and practices, and in fact, be promoters of democracy by the way they operate and teach. . ." Democratic prinicples do provide for the solution of any and all problems.

The use of democratic principles of discipline can solve two of the three groups of discipline problems mentioned earlier: those created by the school and those arising directly from the individual. It can compensate for many of the discipline problems brought from home and facilitate their solution through the by-product skills acquired by the students.

The major bonus from the use of the principles outlined is self-discipline and the ability of the individual student to operate more successfully in the American society. An added bonus is the economy of common acceptance which eliminates the debate over competing discipline programs and philosophies.

Similarly, since student discipline cannot be separated from standards of moral behavior, democratic principles provide an agreeable set of ethics and morals without debate over whose ethics or morals are going to be taught.

CONATIVE EDUCATION

How to Produce Self-Discipline

The second major Utah thrust on discipline--that of conative education--deals with the set of discipline problems generated by the individual student independent of the school. Our Utah research showed that this was a significant part of our discipline problems. Because "conative" is not a term in common use, we stress the dictionary definition. The word means the mental faculty, power, or effort of striving toward an end. It includes desire and volition and incorporates an inclination to act purposefully. It is a fourth dimension added to cognitive, effective, and psycho-motor domains. It relates to the strength of character in the Judeo-Christian components of man; namely, heart, might, mind, and strength.

The concept of personal growth is critical to a living democracy. The idea cannot be over-stressed. Growth requires self-initiated action, as contrasted to reaction; self-reliance and independence, as contrasted to dependence. Under a democracy one is to act, not be acted upon. Conative education is an expansion of the growth process implied by the Declaration of Independence; that is, self-evident truths translated into meaningful rights which are further translated into responsibilities which in turn must be acted upon. Conative education is designed to help students and teachers act with purpose and futurity. Self-discipline is the critical concept behind conative education.

To arrive at the conative education process, we took democratic principles, coupled them with basic principles of discipline from national research and experience and added fundamental truths from learning theory. We have been impressed by the similarities between the three lists, which gives further evidence that we are down to powerful basics related to behavior and motivation of youth. The result of the above combination is a repeating process which is self-reinforcing. The repeating process is best explained by considering eight steps or elements that must be present to produce self-discipline or self-government.

STAGE I - POSITIVE RELATIONSHIP

Kids Don't Learn From People They Don't Like is the title of a book by Aspy and Roebuck. The authors point out that the evidence is clear that kids don't learn from teachers who don't like them. Discipline case studies in Utah point out a high degree of relationship between the grades achieved and student respect for the teacher. The 1976 Gallup Poll on Education listed the following as the five personal qualities most wanted in teachers by the general public:

1. The ability to communicate, to understand, to relate.
2. The ability to discipline, be firm and fair.
3. The ability to inspire, motivate the child.
4. High moral character.
5. Love of children, concern for them.

Mutual respect and trust between the teacher and the student is critical if the teacher is going to influence the behavior of the student. No one is greatly influenced by those they do not respect. Discipline research in Utah indicated only 45% of the secondary students agreed with the statement "Teachers in this school care about the students." Obviously, teachers care more than that perceived by the students. Eighty-five percent of the teachers and 97% of the administrators agreed with the same statement: There is no more powerful tool in the hands of the teacher and the school in reducing discipline problems than communicating to individual students the genuine caring that does exist.

Role model is critical in the development of respect from the young. The Gallup study enumerating the above qualities wanted in teachers concluded that "the ideal teacher, in effect, is one who becomes a model of behavior for the young." Students must perceive teachers as being interested in them and their needs. In our Utah study on discipline, the number one strategy for solving discipline problems selected by students at all grade levels was "getting students and teachers to listen to one another." Just a few minutes of teacher brainstorming in small groups produces a blackboard full of ways that teachers can communicate concern and caring to students.

STAGE II - PRESENT AND RECEIVE INFORMATION

Information must be delivered in bite-sized chunks that students can swallow. It is as important for students to receive information as it is for teachers to present it. The information must be viewed in context of a larger picture understood by the student. The big picture provides vision and purpose and helps in attaching meaning to the information.

All information is judged as to worth prior to being absorbed. Human beings do not do anything, including learning, without purpose. That purpose must already

exist in the mind of the student. Hence, all new information must be tied to understanding already present in the student.

When possible, we have found it helpful to relate information to the self-identity of the student. If the information relates to "Who am I, what is my purpose, or how do I succeed--what do I need to know?"--meaning is facilitated. Evidence exists that students that have a purpose larger than themselves acquire meaning easier than those who do not. Giving students the opportunity of making value judgments related to the information presented helps in its acquisition. A judgment as to worth is the best clue a teahcer has to whether information has acquired meaning.

STAGE III - Acquire Meaning

Since meaning is related to emotion, we say that no learning takes place without emotion. Meaning requires reflective thinking or pondering of some type. This reflective thinking enables a student to tie new information to what is already accepted--what has already acquired meaning for the student. We call the latter "meaningful truths" from the vantage point of the student.

The receiving of information in Stage II and the attachment of meaning in Stage III are directly related to the desires, needs or goals of the students. It is the meaning which gives worth. In this sense, someone has said "Truth is obeyed when it is loved." Worth requires judgment and judgment demands alternatives.

In order to illustrate one role of emotion in learning I ask people to think of one of the earliest possible experiences in their lives. I then ask what it is about the experience that is best remembered. What is the universal answer? The feelings or emotions associated with the experience. Emotion is the key to learning.

STAGE IV - DETERMINE INDIVIDUAL RESPONSIBILITY

When any information has a high degree of meaning, specific responsibilities or obligations either come to mind or are easily evoked. Once information acquires meaning and is considered true by the individual, it has value and worth which can be utilized as a great resource in the learning process. Responsibilities related to the truths become self-evident. In this sense all truth carries responsibility. To get the idea across, we love to challenge groups of teachers to come up with any responsibility they feel they have that is not based on some meaningful truth; or conversely, to identify any meaningful truth that does not imply some responsibility on their part.

Generally, there will be several alternative responsibilities arrived at by the student and conversely all students will arrive at different responsibilities based on their level of maturity, background skills, and understanding. This does not

present a problem. In fact, it is an extreme advantage because individualization of instruction takes place from the receiver perspective rather than from the giver. There are two added advantages. Responsibilities do not have to be imposed and no moralizing or preaching need take place. We are duly satisfied with student progress as long as the student is in a success mode; that is, accepting his own responsibilities related to the information presented.

The choice between alternative responsibilities is likewise beneficial because it requires moral choice based on perceived worth, which is in turn based upon expected results. As was mentioned earlier, growth requires choice. We do not worry about the wrong choice as long as it was chosen responsibly and with purpose. It is better to let students learn from small mistakes than have to learn from big mistakes at a later stage of development. Is there any other way to learn happiness than to have experienced sadness. Notice in the choosing of which responsibility to carry out, the student has to select from their own gut-level value system that which would be of worth to them. Our experience has indicated that almost all students have an adequate belief system or value system; and that our task is more to help them close the gap between their behavior and their belief than it is to impose a new set of beliefs. We believe this to be more productive. It also is protective of the many traps and shortcomings associated with most value education programs.

The expected results associated with the carrying out of any responsibility is important to the learning process. Those expectations must be realistic. Caution must be exercised, particularly with immature children who often have unrealistic expectations. The strength of the emotion and the degree of worth are both related to the desire, need, or goal upon which the student is operating in making the choice among the alternative responsibilities. Emotional strength will ofttimes influence the size and scope of the responsibility chosen.

STAGE V -CONFIRM MEANING AND RESPONSIBILITY

The tendancy of people is to verify or otherwise confirm important responsibilities before carrying them out. Often, the source of confirmation is a trusted friend. This fact stresses the importance of a close relationship between the giver and the receiver. The responsible behavior of other students, as well as the teacher become important sources of confirmation.

The confirmation stage actually occurs at several points in the learning process prior to the confirming of responsibility. Ofttimes the relationship needs confirming. This is especially true of young or immature students, or when students are not sure of the relationship with the teacher. The information and its meaning also require confirmation. Parents, if taught how to help with confirmation, can greatly facilitate student learning.

When role models are not performing similar responsibilities, negative confirmation takes place and the responsibility may be rejected.

Confirmation can occur in four ways: (1) Expert testimony from credible sources; (2) Rational thought; (3) Reflective thinking, pondering, or meditation; and (4) through (4) through action designed to test the worth of something. When rational thinking or pondering are used, incubation often occurs. The confirmation stage allows for the strengthening of the desire, the gaining of self-confidence, the overcoming of fear and doubt, the generation of hope, faith, and confidence, as well as the development of will or volition. It is a necessary stage leading to commitment
The confirmation stage can compensate in many ways for a weak Stage II and III related to understanding and to attaching meaning. Conversely, when strong, clear meaning has been attached, confirmation requirements are reduced.

STAGE VI - COMMITMENT

The learner is now ready to commit to meeting the responsibilities determined. However, rather than a commitment to the teacher or parent, the commitment is first to the individual. We ask, whose responsibilities are being committed to? Whose confirmation? Whose meaning? A secondary commitment to the teacher and parent are helpful; but teachers make a mistake when they attempt to extract a commitment to themselves rather than self-commitment in students. Commitment to self has purpose as well as expectation. The stage is set for the student to act, rather than react.

STAGE VII - ACT PURPOSEFULLY

Based upon a self-commitment, the student determines a plan and carries out the action necessary to meet the chosen responsibility. It is important to keep in mind that the student is acting with purpose, with futurity, and with expectation. These serve as valuable clues to whether growth is occurring rather than change for temporary convenience. In Stage VII the teacher acts as a resource, operating under the student's direction, providing advice and consultation. That is a new role for most teachers. Monitoring becomes an important role of the teacher. Teachers should not wait to be asked by students, but provide reassurance and assistance in short encounters initiated by the teacher. Teachers also become more readily available to the students. We stress that the teacher workload has not increased through this stage in the process because following Stage I and II the responsibility for learning is shifted to the learner, with the teacher as a facilitator. Under the conative process, the teacher assumes a new role of facilitator,

Which is far less burdensome than current procedures where the teacher is responsible for all eight stages.

STAGE VIII - ASSESS THE RESULTS

The assessment stage is a powerful clincher of the learning process. The student is helped to review the results of carrying out the chosen responsibility. Three by-products of the action stage need to be assessed. (1) The carrying out of any responsible behavior always results in a sense of satisfaction, (2) Skills are always developed or enhanced as a result of carrying out the committed action, and (3) the desire, need, or goal upon which the student was operating is always increased. In this sense, the process is itself reinforcing from an intrinsic worth. To this can be added extensive rewards from the teacher or others.

Since the process has been a partnership between the giver and the receiver, both should share in the rewards, including the sharing of positive feelings. The feelings associated with completion have powerful implications for future actions, for the truths which have been acted upon now have acquired meaning, and the desires have addative strength. The stage has now been set for a repeating of the cycle with new information being presented.

The advantages of conative education are numerous. The personal identity and self-worth of the individual are enhanced. Students are guaranteed success as long as they meet their responsibility. Moral behavior is an outcome without preaching and moralizing. Since conative education is a process and not a program, it is not taught as a separate subject. Hence, there is no curriculum to develop. However, conative subjects such as citizenship education can be taught directly, utilizing this process.

The process directly enhances the three qualities that the public feels are most neglected by the schools (1976 Gallup Study of Education): High moral standards, learning to think for ones self, and a willingness to accept responsibility. The process also enhances the qualities most desired in teachers which were enumerated under Stage I. Most importantly, the process can operate as a by-product of regular classroom instruction, eliminating the need for special-purpose programs on top of regular teaching assignments. The process, in a simplified form, can be taught to students and parents, further enhancing its use.

The process is an excellent diagnostic tool as well. When an action stage has not taken place, a few simple questions can zero in on the problem stage, which can then be more completely addressed. The conative education process is also compatible with all major learning theories, eliminating the need for philosophical debate.

SUMMARY

The Utah State Board of Education has developed, under the direction of an Executive Advisory Committee, two process strategies to Improve Student Discipline in Behavior and Studies. The first, called Democratic Discipline, is designed to alleviate discipline problems created by, or aggravated by school and classroom operation. State and national research results on discipline have been translated into operational principles necessary for an ordered democratic society to function effectively. Ten principles of understanding and ten operational principles are included.

The second process strategy is called Conative Education. It is designed to produce self-discipline and motivation in students. Eight stages were outlined which are necessary to shift responsibility from the teacher to the student and result in the student determining their own responsibilities and acting by choice with purpose, expectation, and worth. The intent of the latter is to eliminate discipline problems created by students themselves. The two processes were designed to work in tandem to not only treat, but more importantly, prevent discipline problems. Both strategies are designed to facilitate student discipline in studies as well as behavior.